



Missouri Department of Elementary and Secondary Education

— Making a positive difference through education and service —

April 29, 2004

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Management and Program Analyst
Monitoring and State Improvement Planning Division
Office of Special Education Programs
U. S. Department of Education
Mary E. Switzer Building
330 C Street, SW, Room 3617
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Dear Ms. Gage:

Enclosed please find an original and three copies of the Missouri Special Education Annual Performance Report for Part B of the Individuals with Disabilities Education Act, covering the reporting period July 1, 2002, through June 30, 2003.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

Melodie A. Friedebach, Assistant Commissioner
Division of Special Education

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Part B Annual Performance Report

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GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.	5
GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.	8
GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.	12
GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state.	16
GS.V State procedures and practices ensure collection and reporting of accurate and timely data.	21
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BF.I The percentage of children with disabilities receiving special education, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment. For each particular disability category and educational setting, the percentage of children, by race/ethnicity, is not significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment.	46
BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.	49
BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.	56
BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.	63
BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.	84
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